



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Monmouth Academy

SAU: RSU 02

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# 2011-2012 NCLB Report Card



**School:** Monmouth Academy  
**SAU:** RSU 02  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	56	55	98	42	46	47	4	38	25	33	53	2	
	2010-2011	48	45	94	51	50	50	11	40	33	16	45	0	0
Female	2009-2010	28	28	100	43	51	49	4	39	21	36			
	2010-2011	27	24	89	46	53	54	8	38	38	17			
Male	2009-2010	28	27	96	41	40	46	4	37	30	30			
	2010-2011	21	21	100	57	48	46	14	43	29	14			
Caucasian/White	2009-2010	56	55	98	42	47	48	4	38	25	33			
	2010-2011	48	45	94	51	50	51	11	40	33	16			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	20	20	100	35	40	31	<1	35	25	40			
	2010-2011	10	9	90		39	34							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	11	92	18	25	16	<1	18	18	64			
	2010-2011	5	5	100		26	17							
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



**School:** Monmouth Academy  
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**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	56	55	98	38	37	45	2	36	42	20	53	2
	2010-2011	48	45	94	56	43	49	4	51	27	18	45	0
Female	2009-2010	28	28	100	39	40	43	<1	39	43	18		
	2010-2011	27	24	89	50	43	47	<1	50	33	17		
Male	2009-2010	28	27	96	37	33	47	4	33	41	22		
	2010-2011	21	21	100	62	43	51	10	52	19	19		
Caucasian/White	2009-2010	56	55	98	38	38	46	2	36	42	20		
	2010-2011	48	45	94	56	43	50	4	51	27	18		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	20	20	100	25	32	28	<1	25	45	30		
	2010-2011	10	9	90		34	31						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	11	92	27	34	14	<1	27	18	55		
	2010-2011	5	5	100		19	15						
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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**Grade:** High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	48	45	94	53	39	44	4	49	27	20	45	0														
Female																											
	2010-2011	27	25	93	36	34	40	4	32	36	28																
Male																											
	2010-2011	21	20	95	75	44	48	5	70	15	10																
Caucasian/White																											
	2010-2011	48	45	94	53	41	45	4	49	27	20																
African American/Black																											
	2010-2011	0	0				19																				
Hispanic																											
	2010-2011	0	0				37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	10	8	80		28	29																				
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	5	4	80		14	14																				
Limited English Proficient																											
	2010-2011	0	0				10																				

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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**School:** Monmouth Academy  
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	98	96	46	48	49	94	98	96	46	40	47	97	85	83
Caucasian/White	94	98	96	46	49	50	94	98	96	46	40	48	97	85	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	67	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	98	94	36	39	33	*	98	94	29	32	30	89	74	71
Students with Disabilities	*	*	91	*	25	17	*	*	91	*	26	15	82	70	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	50	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Monmouth Academy  
**SAU:** RSU 02



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	13	3	5	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.86

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.